

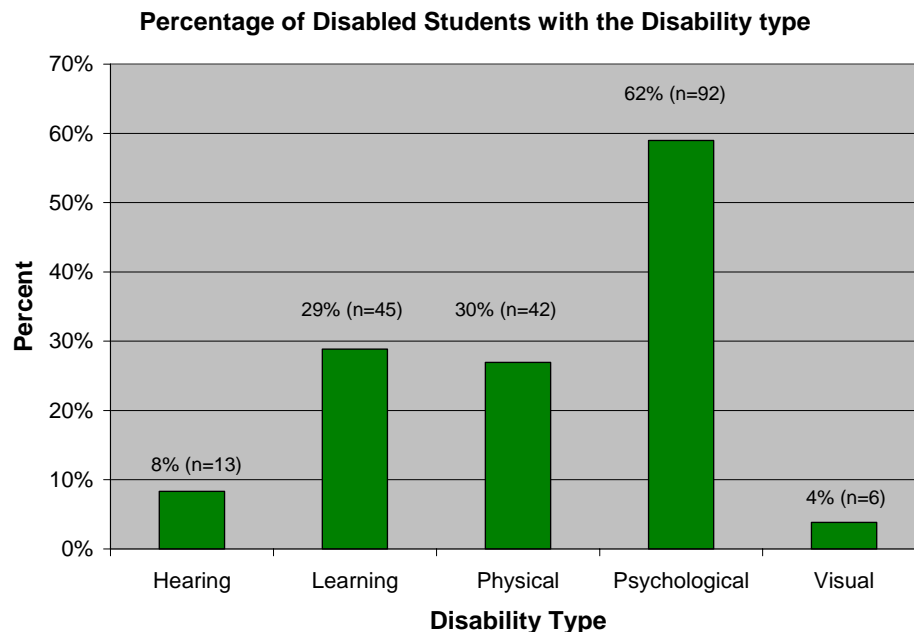
A Profile of Southeastern's Students with Disabilities

Research Brief #24

Spring 2007

This is a profile of undergraduate students with disabilities enrolled in the Fall 2006 semester at Southeastern. Students with disabilities included in this brief are those that registered with the Office of Disability Services and indicated having one or more disability.

- 1.1% (n=151) of the undergraduate students enrolled at Southeastern in the Fall 2006 semester reported that they had at least one disability.
- The graph below shows the number and percentage of students by disability type. The percentages do not add up to 100% since many students had more than one type of disability. Psychological disabilities (Attention Deficit Disorder, Depression, etc.) appear to be the most prevalent followed by Physical (Mobility Impairment, Muscular Dystrophy, etc.) and Learning disabilities (Dyslexia, Dyscalculia, etc.).



- 62.3% (n = 94) of students with disabilities were female and 37.7% (n = 57) were male. Table 1 below shows that there is no difference in the percentage of students with disabilities among male and female students.

Table 1. Distribution of Students by Gender		
	Female	Male
Disabled	1.1%	1.1%
Not Disabled	98.9%	98.9%

- 83.4% (n = 126) of students with disabilities were white, 9.9% (n = 15) were black, 3.3% (n=5) were other minority and 3.3% (n=5) were of unknown race. Table 2 indicates that a lower percentage of Black students reported having a disability, however, the differences were not statistically significant ($X^2(1) = 5.926, p > 0.05$).

Table 2. Distribution of Students by Ethnicity			
	White	Black	Other
Disabled	1.2%	0.6%	1.1%
Not Disabled	98.8%	99.4%	98.9%

- Table 3 shows that the average age of disabled students is significantly higher than those without any disability ($t(13,549) = 4.215, p < 0.05$).

Table3. Average of Age of Students		
	Size of Group (N)	Average Age
Disabled	151	24.50
Not Disabled	13,400	22.35

- Of the students with disabilities 88.1% (n = 133) were enrolled full time and 11.9% (n = 18) were enrolled part time. Table 4 shows that a higher percentage of disabled students enrolled full time, however, the differences were not statistically significant ($X^2(1) = 1.84, p > 0.05$)

Table 4. Distribution of Students by Enrollment Status		
	Full-Time	Part-Time
Disabled	1.2%	0.8%
Not Disabled	98.8%	99.2%

- Table 5 shows that the average ACT Composite Score of disabled students is slightly lower than those without any disability, but the difference is not statistically significant ($t(11,716) = -2.426, p > 0.05$).

Table5. Average of ACT Composite Score of Students		
	Size of Group (N)	Average ACT Composite Score
Disabled	119	19.69
Not Disabled	11,599	20.44

- Table 6 shows that the average Cumulative GPA of disabled students is significantly higher than those without any disability ($t(157) = 4.634, p < 0.05$).

Table6. Average of Cumulative GPA of Students		
	Size of Group (N)	Average Cumulative GPA
Disabled	151	2.741
Not Disabled	13,286	2.506

- Table 7 shows that the average Semester GPA of disabled students is significantly higher than those without any disability ($t(155) = 3.045, p < 0.05$).

Table7. Average Semester GPA of Students		
	Size of Group (N)	Average Semester GPA
Disabled	151	2.695
Not Disabled	13,286	2.446

Summary

Of the undergraduate students enrolled in Fall 2006 term at Southeastern 1.1% reported having at least one disability. This is less compared to a survey conducted by NCES on undergraduate students in 1995 – 1996 academic year in which about 6% of the students reported they had a disability*. Since it is not mandatory, many of Southeastern's students with disabilities may not be registering with the Office of Disability services. On comparing students who reported having a disability with those that did not have a disability we see that there is no statistically significant differences in gender, ethnicity and enrollment status among the two groups. However the average age of students with a disability is significantly higher than those without a disability. On comparing the academic performance indicators we see that students

with disabilities performed better than those without disabilities. The average Cumulative and Semester GPA's for students with disabilities were significantly higher than those students without disabilities. There was no statistically significant difference in the average ACT scores among the two groups of students.

*U.S. Department of Education, National Center for Education Statistics. Students with Disabilities in Post Secondary Education: A Profile of Preparation, Participation and Outcomes, NCES 1999-187, by Laura Horn and Jennifer Berkthold. Larry Bobbitt. Project Officer Washington DC: 1999.